

PERFORMANCE-BASED COMPENSATION PLAN



Submitted by

CARBON SCHOOL DISTRICT

June 24, 2008

Carbon School District adheres to the adage that, “It takes a village to raise a child.” Carbon School District recognizes that teachers play the pivotal role in academic achievement but also recognizes that teachers rely on support staff to set the environment and offer the physical, emotional and academic support to make a difference in the life of a child. The following is offered as Carbon School District’s Performance-Based Compensation (PBC) Plan.

Components of the PBC Plan

Eligibility:

Professional staff, including teachers, counselors, speech & language pathologists, administrators, etc., who are currently assigned to fulfill an academic role and are not on probation or on a performance improvement plan, are eligible to receive PBC. Participation is voluntary, based on application. Support staff, including paraprofessionals, technology support, secretarial/clerical, custodial/maintenance, nutritional and transportation support staff, who are not on probation or on a performance improvement plan, are eligible to receive PBC. Participation is voluntary, application-based.

Criteria:

- Student academic growth
- Effective instructional practices
- Professional development
- Parent involvement and community engagement
- Professionalism and leadership
- Student support and environment enhancements

Instruments or Assessments used to Measure Performance:

- Academic assessment data
- Observation and evaluation data
- Evidence of collaborative efforts
- Surveys and student artifacts

Amount:

The amount of performance pay will increase or decrease commensurate with the allocation awarded and the numbers of eligible participants and in compliance with 53A-17a-148. The actual amount earned will be based on points earned as outlined in this plan. Awards will be commensurate with the FTE status of the individual

Basis for dissemination:

Carbon School District will establish an application process by which employees may participate in the PBC program and choose the basis by which they participate:

- Individual employee
- Team or Department-level
- School-level

Performance Indicators for Instructional Staff

Teachers and other instructional staff will identify and demonstrate exceptional performance by selecting three Performance Indicators – Student Academic Growth and two additional performance indicators selected by the teacher(s) and will establish the criteria by which performance will be measured. Other performance indicators may include Effective Instructional Practices, Professional Development, and Parent Involvement. Following are descriptors of Performance Indicators; examples of activities under each Indicator are provided in the following pages.

Student Academic Growth:

Conscientious teachers ensure that students grow academically one year. Exceptional teachers ensure that students make more than one year's academic growth or exceed goals set in an IEP. Teachers will identify a viable assessment instrument that allows for quantifiable measures to demonstrate combined student achievement gains in their area of instruction. Teachers will analyze student achievement data for their content area and propose a plan to demonstrate academic gains. Pre- and post-assessment as well as formative tools will be used to monitor student academic gains. One year's growth is the minimum expectation; more than one year's growth is considered exceptional. The following point system will reflect academic gains:

Average Student Academic Growth	Points
One year's growth	1
1.1 to 1.4 year's growth or 5% gains	2
1.5 or more year's growth or 10% gains	3

(Assessment instruments to measure growth can include any of the tools suggested in the Criteria attachment to this document.)

Effective Instructional Practices:

Exceptional teachers are versed in research-based practices and conscientiously implement elements of best instructional practice. Teachers will identify research-based instructional and assessment practices that they will implement to demonstrate instructional improvements. Teachers will show evidence of team (PLC) collaboration that demonstrates analysis of student achievement data, implementation of appropriate instructional practice, prescription of targeted intervention strategies, and appropriate remediation or enrichment activities.

Performance Indicators for All Staff

Parent Involvement and Community Engagement:

Exceptional teachers and staff members are not only aware of the importance of parent involvement and community engagement, they advocate and promote opportunities for these types of interactions. Exceptional staff recognizes that students are our primary constituents, that parents are our primary clientele and, as such, provide opportunities for parents and the community to have meaningful involvement with the class, school, or district.

Professionalism and Leadership:

Exceptional teachers and staff members are role models for students and for the community. Teachers and staff members demonstrate model behavior in areas such as attendance, punctuality, appearance and follow-through with work assignments. Exceptional staff members create an environment of positive supports as evidenced in their interactions with peers, students, parents, administrators, and the community at large.

Performance Indicators for Non-Instructional Support Staff:

Non-instructional support staff will identify and demonstrate exceptional performance by selecting three Performance Indicators – Student Support Systems and two additional performance indicators selected by the staff member that will establish the criteria by which performance will be measured. Other performance indicators may include Effective Work Practices, Professional Development, Professional and Leadership, and Parent Involvement/Community Engagement. Following are descriptors of Performance Indicators; examples of activities under each Indicator are provided in the following pages.

Student Support Systems:

Exceptional staff members are acutely aware that Carbon School District exists because of students. They recognize that teachers play the most critical role in providing for academic achievement. Exceptional support staff members create systems and structures that enhance the school environment so that student safety and well-being are evident and contribute directly to the instructional environment. Support staff will identify the assessment instrument and quantify measurable objectives to demonstrate environmental enhancements in their area of support. Support staff will propose a plan to demonstrate systems of student support. Pre- and post-assessment as well as formative tools will be used to monitor student academic gains. One year's growth is the minimum expectation; more than one year's growth is considered exceptional.

Effective Work Practices:

Exceptional support staff completes required work assignments but takes personal initiative in troubleshooting problems and providing problem-solving solutions. Exceptional support staff create systems and structures that assist instructional staff in accomplishing their responsibilities with a minimum of technical distractions.

Process:

The amount of compensation will be distributed according to the following criteria:

- **Application.** Participants may meet with their immediate supervisors in completing their application to participate in the Performance-Based Compensation program. The application will include criteria and measures that demonstrate “exceptional performance”. Instructional staff will include Student Academic Growth and two self-selected indicators; non-instructional support staff will include Student Support Systems and two self-selected indicators.
- **“Exceptional performance”** rises above a mere job description, it demonstrates an effort and accomplishment that reflects excellence, high competence, efficiency, skillfulness, and is notable in its completion. Employees and their supervisors will determine and describe the level of “exceptional performance”
- **Approval.** Participants must submit their application to a Building PBC Committee outlining their plans to demonstrate exceptional performance. The Building PBC Committee will include at minimum the immediate supervisor, a teacher, a classified employee, a School Community Council (SCC) member and a parent.
- **Review Committee.** A District Review Committee will conduct a blind screening to further screen applications for quality control. The District Review Committee will consult with the building supervisor or members of the PBC committee in determining eligibility to participate. The District Review Committee will include at minimum a supervisor, a teacher, a classified employee and a parent.
- **Implementation.** Approved applicants will ensure that formative evaluations will take place throughout the year to monitor implementation of improvement plans. Formative evaluations must include assessments such as benchmark data, other pre- and post- assessment data, documentation of coaching activities, walk-through evaluations, formative portfolio submission, pre- and post- survey data.
- **Evaluation.** Approved participants will compile all data documenting evidence of exceptional performance and submit to their building PBC committee. The building PBC committee will approve or disapprove fulfillment of the plan as submitted and either forward the documentation to the next level or return to the applicant.
- **Approval.** Final approval will be made by the District Review Committee.

The amount of compensation will be distributed according to the following criteria:

- **Awarding of compensation.** Compensation will be made at the end of the school year; compensation will be awarded as follows:
 - Total district allocation, divided by ...
 - Total number of eligible participants’ points earned, thus establishing a value per point;
 - Total number of points earned by eligible participants, multiplied by the value per point, equals ...
 - Total amount earned by eligible participant

Amount Awarded

Distribution of the total PBC allocation will be by category and by points earned within each category:

- 40% of the allocation will be dedicated to Student Academic Growth
 - Teachers or other instructional staff showing viable evidence of more than 1.5 year's growth or a 10% increase in student achievement will earn the highest number of points, 3.
 - Teachers or other instructional staff showing viable evidence of more than one year's growth but less than 1.5 year's growth or a 5% increase in student achievement will earn 2 points.
 - Teachers or other instructional staff showing evidence of one year's growth will earn 1 point.
- 20% of the allocation will be dedicated to Implementation of Instructional Practices
 - Teachers or other instructional staff showing viable evidence (Yes) of the implementation of research-based instructional practices will earn 1 point.
 - Teachers who show no evidence of the implementation of research-based instructional practices will earn 0 points.
- 10% of the allocation will be dedicated to Professional Development and Leadership
 - Staff showing viable evidence of exemplary professionalism and leadership (Yes) will earn 1 point.
 - Staff showing no change in professionalism or leadership will earn 0 points.
- 20% of the allocation will be dedicated to Parent Involvement and Community Engagement
 - Staff showing viable evidence of successful efforts to involve parents and engage the community will earn 1 point.
 - Staff showing no evidence of efforts to involve parents and engage the community will earn 0 point.
- 10% of the allocation will be dedicated to Support Systems and Environmental Enhancements
 - Staff showing viable evidence of exemplary systems that support the instructional environment will earn 1 point
 - Staff showing no evidence of instructional support will earn 0 points.

Timeline for PBC

- Exploratory PBC Committee Meeting – May 20, 2008
- Meetings with subgroups including department leaders, classified, teachers, administrators – May 22-June 11, 2008
- Local Board of Education approval – June 18, 2008
- Submit to State Board of Education – July 1, 2008
- Notice of approval from State Board – August 1, 2008
- Traveling in-service – August 11-28, 2008
- Applications due – September 15, 2008

PERFORMANCE-BASED COMPENSATION PERFORMANCE INDICATORS

Instructional Staff: Student Academic Growth is a required component. Teachers will establish a viable assessment process for their area that includes pre- and post-assessment tools to show evidence of academic growth. Assessment instruments and measures are teacher-determined and committee approved. Instructional staff will select two other Performance Indicators to demonstrate exceptional performance.

Support Staff: Student Support Systems is a required component. Staff will establish a viable assessment process for their area that includes pre- and post-assessment tools to show evidence of how this supports the learning environment.

Note: It is impossible to identify all of the specific criteria and assessment instruments that could be used to demonstrate performance; following are suggested instruments and measures that instructional staff as well as non-instructional staff can use as guides in completing their applications.

Criteria	Assessment Instrument <i>The following are suggestions only:</i>	Measure	Scale
Student Academic Growth*	End of Level (EOL) Assessments such as CRT, ITBS, Benchmark, Skills Test, UTIPS, Writing Assessment, Fitness test, student performance-based demonstrations, SAT, DIBELS, UPASS, AYP, other)	Student Academic Growth: One year's growth = 1 pt. 1.1-1.5 year's growth = 2 pts. or 5% achievement gains More than 1.5 year's growth = 3 pts. or 10% achievement gains	1 = 1 year's growth 2 = 1.1-1.5 year's growth 3 = More than 1.5 year's growth
Implementation of Effective Instructional Practice	Implementation of data analysis system that creates common assessments, identifies student needs, provides for targeted interventions and identifies effective teaching practices to improve student achievement.	Evaluation by supervisor, Walk-through evaluations, Documented evidence such as ... Coaching Model report, Video taping of coaching & collaboration	Yes/No Yes = 1 pt.
Implementation of Professional Development	Implementation of research-based instructional and assessment practices, targeted interventions, lesson maps, etc. Implementation of Professional Learning Communities (PLC) that support the learning and professional growth of instructional staff.	Collaboration report, Individual/Team Portfolio Student Performance-based Demonstrations	

Parent Involvement and/or Community Engagement	<p>Parent Nights: informative & instructional home strategies correlated to Utah Core Curriculum</p> <p>Newsletters: informative about instructional practices, student achievement, school activities, school notices</p> <p>Web page: innovative communications systems between school and home</p> <p>Student Recognition: creative system of recognition that promotes student accomplishments</p> <p>Home Visits: to facilitate and encourage parent support of instructional practice</p>	<p>Documented evidence:</p> <p>Parent Nights @ 4x/year, number participants, lesson plans, evaluations</p> <p>Newsletters @ monthly, artifacts</p> <p>Web page updated weekly</p> <p>Student Recognition:</p> <p>documents used</p> <p>Phone calls: phone log</p> <p>Home Visits: at least once/year</p> <p>Student, Parent Surveys</p>	<p>Yes/No</p> <p>Yes = 1 pt.</p>
Professionalism & Leadership	<p>Attendance – 95%, punctuality – 30 min. prior, appearance – slacks/collared shirts</p> <p>Public relations & peer interactions – interactions are positive and mutually supportive</p> <p>Follow-through with tasks – updates, maintenance, ongoing tasks completed in timely manner,</p> <p>Implementation of professional development (PD) activities that support the learning and professional growth of staff</p>	<p>Evaluation by supervisor,</p> <p>Regular PD events with outline of presentation, participant roll, participant survey</p> <p>Student, Parent Surveys</p>	<p>Yes/No</p> <p>Yes = 1 pt.</p>
Student Support Systems*	<p>Creation/management of structures, i.e. student activity centers, organization structures, technical support systems that contribute to enhanced efficiency of operation</p>	<p>Evaluation by supervisor</p> <p>Student, Teacher, Parent Surveys</p> <p>Artifacts</p>	<p>Yes/No</p> <p>Yes = 1 pt.</p>
Environmental Enhancements	<p>Creation and management of organizational structures that enhance overall operation of system</p> <p>Measures that address safety and prevention of hazardous incidents</p>	<p>Documented evidence:</p> <p>Organizational documents</p> <p>Information pamphlets</p>	

CARBON SCHOOL DISTRICT
Application form
PERFORMANCE-BASED COMPENSATION
PROGRAM
Due: September 15, 2008

Employee Name: _____ Date: _____

Job Assignment: _____

Immediate Supervisor: _____

I hereby apply to participate in the Carbon County School District Performance-Based Compensation Program for the 2008-09 school year. I understand that this is a one-year program and that my performance will be evaluated by my immediate supervisor based on three performance indicators. I further understand that the amount of the performance-based compensation will depend on:

- The amount of funding allocated to the School District
- The number of employees participating and successfully meeting the performance standards
- My full-time equivalence of employment

Signature: _____ Date: _____

Performance Indicators:

1: Student Academic Growth (Please include a Goal statement as well as assessment instrument and measures that will be used to show evidence of student academic growth.):

2: Other Indicator (Please include a performance indicator along with the instrument and measures that will be used to show evidence of exceptional performance.)

3: Other Indicator (Please include a performance indicator along with the instrument and measures that will be used to show evidence of exceptional performance.)

Approval of Building PBC Committee:

Signature: _____ Date: _____

Approval of District Review Committee:

Signature: _____ Date: _____

(A copy of this application should be sent to the Superintendent)